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ABSTRACT

Discussed are aspects of physical education programs for children with special needs. It is explained that movement education promotes important learning for all pupils and is well suited for facilitating the integration of handicapped children into regular classes. Suggestions are given for teachers, and equipment items (such as inner tubes and hurdles) are listed. Progressive goals and activity ideas are presented for the following areas: body awareness, space and direction, balance, basic body and locomotive movement, laterality, strength and endurance, eye-hand coordination, eye-foot coordination, and motor planning and sequencing. (CL)

INSTRUCTIONAL RESOURCE MATERIAL

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APS

ARLINGTON PUBLIC SCHOOLS - ARLINGTON, VIRGINIA

MOVEMENT EDUCATION FOR STUDENTS WITH SPECIAL NEEDS IN PHYSICAL EDUCATION

December 1973

Prepared by: Dr. Barbara A. Baker

MOVEMENT EDUCATION
FOR STUDENTS WITH SPECIAL NEEDS
IN PHYSICAL EDUCATION

FOREWORD

Today's physical education is the curricular area in which young people learn to move as they move to learn more about themselves and their world. Physical education experiences are designed to serve a number of major educational purposes. Among these major purposes are the following:

1. To help individuals learn to move skillfully and effectively in all active life situations.
2. To develop understandings of voluntary movement and the ways in which individuals may organize their own movements to accomplish the things they want and need to do.
3. To enrich understanding of space, time, force, flow, and related concepts.
4. To extend understanding of socially approved patterns of personal behavior.
5. To condition organic systems to respond to increased demands by imposing progressively greater demands upon them.

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WHO ARE STUDENTS WITH SPECIAL NEEDS IN PHYSICAL EDUCATION?

Every person is an individual with specific characteristics and needs. Most such characteristics and needs fall within a range such that they can be recognized and given attention in class-size groups. A student with special needs in physical education is one who functions in activity sufficiently different from the others in the group that constant and continuous special planning and special attention are required in order for him to progress. In spite of his special needs he is more like his peers than unlike them.

Some students with obvious special needs learn to function within a class-size group, making use of abilities and compensating for limitations. These individuals do not recognize an impairment or a disability as a handicap. In this instance an impairment is defined as an identifiable organic or physical condition (such as a missing or non-functioning part of the body), a disability refers to ways in which an impairment affects an individual's ability to perform, and a handicap refers to ways in which an individual lets an impairment affect him psychologically and emotionally. Thus a student with special needs displays an impairment which results in a disability in terms of group movement. He requires special help to progress in the direction of lessening his handicap.

The causes and types of special needs are many. The physical educator needs to recognize broad classifications of deviance and to know all he can about each student's special needs. He is not a diagnostician, but should be a knowledgeable observer able to assess the abilities, limitations, and present level of accomplishment of each student in movement activity. He should learn all he can about each student from records, from health services, from school consultative services. The physical educator should then be able to design a program of physical activity to help each person progress.

Three broad orderly processes in perceptual-motor development have been suggested in one analysis: INPUT of information by way of the senses, INTERNAL ORGANIZATION of information, and OUTPUT of information into activity.

Individuals who are	Blind Partially Sighted Deaf Partially Hearing	are affected at the INPUT level.
Individuals who are	Mentally Retarded	are affected at the INTERNAL ORGANIZATION level, in the collection, indexing, storing, interpretation, integration of information
Individuals who are	Physically Handicapped	are affected at the OUTPUT level.

Individuals who have	Neurological Conditions Brain Injuries Cerebral Dysfunctions Emotional Disturbances Learning Disabilities	may be affected at ANY level.

Some individuals are affected in more than one way and/or at more than one level.

A student with special needs should be a part of a regular, class-size physical education group when three criteria are met:

1. He must have social consciousness, self-control, and listening skills sufficient to benefit from group instruction with some individual help. He must be able to listen, to follow simple instructions in a group, to try.

2. The content and method of instruction must permit individual goals, individual approaches, and individual success in the solution of tasks set.

3. The class attitude and atmosphere must be such that he can achieve a feeling of group acceptance, of group participation, of contribution (with personal adaptations) to group success.

A student with special needs in physical education should be assigned to a small special physical education class where an evaluation of his level of achievement can be made and a remedial program planned. Progress should be evaluated to ascertain his readiness for assignment to a regular physical education class.

Flexible placement patterns are essential so that a student can move from one setting to another when he is ready. The following four steps are suggested in the integration of a student with special needs into a regular class in physical education:

1. Individual small group experiences designed to strengthen abilities and self-confidence.

2. Part-time in a regular class-size group, aided by a special helper. Special helpers may be older students, adult aides, or special education staff, such as the occupational therapist and/or teacher of the visually impaired. Regular class members should be helped to understand and should be prepared to assist.

3. Full time in a regular class-size group aided by a buddy.

4. Full time in a regular class-size group with full personal responsibility, aided routinely by class members when need arises.

WHY MOVEMENT EDUCATION?

Movement Education is the total contribution which movement experiences make to an individual's development. The emphasis is on movement as the common core to all life tasks. The aim of movement education is to develop an awareness of self in the physical environment, an awareness of the body and its capabilities (what the body can do, where the body can move, how the body can move), and an awareness of the components of movement (time, space, force, flow). Methods used in movement education emphasize individual exploration and problem solving as the individual discovers for himself his capabilities and limitations.

Movement Education is PUPIL-CENTERED--not activity centered.

Movement Education is INFORMAL--emphasis is on as much self-discipline as the individual can handle.

Movement Education is NON-COMPETITIVE--although experiences and solutions to problems may be shared.

Movement Education provides for SUCCESS--problems posed may be solved in a variety of ways.

Movement Education is PROBLEM-SOLVING--with problems posed according to the age and ability of the student.

Movement Education provides TOTAL INVOLVEMENT--all students are active simultaneously.

Movement Education curriculum is carefully planned to provide CONTINUITY and PROGRESSION.

Movement Education stimulates important learnings for all pupils. The content and individualized method of instruction are appropriate for those with special needs in physical education and for "normal" students. This approach provides a good setting, especially in primary grades, when children with special needs are integrated into regular classes. The goals are the same for all, but individualized accomplishment is expected.

SUGGESTIONS FOR TEACHERS OF STUDENTS WITH SPECIAL NEEDS IN PHYSICAL EDUCATION

1. Focus on ability (not disability). Begin where the individual is able to have success. This means not only below "skill" level or "ability" level, but also below the "fear" level.

2. Be consistent with a program that has requirements that can be met. Define limits clearly and reasonably.

3. Be sure the pupil understands what he is expected to do. Keep verbal instructions few and simple. Demonstrate and participate.

4. Build on the pupil's strengths to correct and improve his weaknesses.

5. Observe carefully; the student will show you when he is ready to go forward or needs to go back.

6. Patience is the prime requisite of the teacher. Take your cue from the pupil. Progress may be slow; the pupil will move ahead when he has confidence.

7. Teach activities early in the period before fatigue sets in.

8. Vary the techniques used. Approach development of a skill in many different ways.

9. Practice periods should be short and activities changed often.

10. Use all the senses of the student to help him learn by means of concrete experiences.

11. Ask yourself "Why?" if a pupil is not successful.

12. Make daily plans for each student or for small groups of students. Instruction must be slow, deliberate, progressive, and concrete.

13. Be supportive, but firm.

14. Praise and encourage each positive effort and accomplishment. Praise and encouragement are vital to progress.

15. Supervise closely.

16. Active participation by all throughout each class period is a primary goal.

17. Make all activities individual and highly structured at first. Each pupil needs to strengthen his self-image before he will be able to meet with a group.

18. Remember one goal is to help these pupils see themselves as individuals who can succeed in physical education.

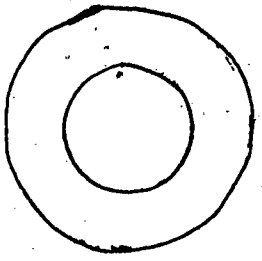
Physical Education should be meaningful and fun. Be sure that each child has a good time and that he experiences success and satisfaction.

EQUIPMENT NEEDS

Each student should have his individual piece of small equipment when the solution of a task requires that equipment be used. When groups are large, the use of "stations," each with a task using different equipment, will insure that each student is able to be constructively active. Large pieces of equipment should be sufficient in number that students do not have to wait in long lines.

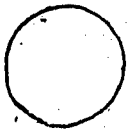
SUGGESTED SMALL EQUIPMENT

JUMP ROPES



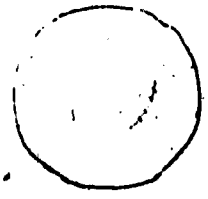
TIRES
AND
INNER TUBES

Yarn



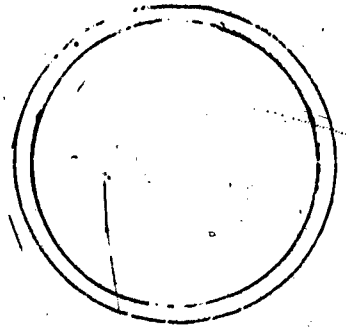
Playground

Paper

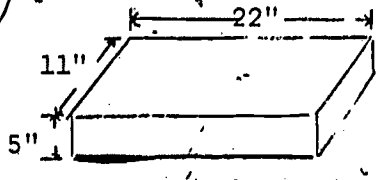


Cage

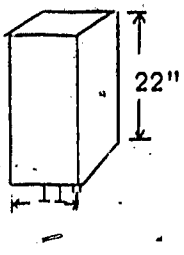
BALLS OF ALL SIZES
AND PROPERTIES

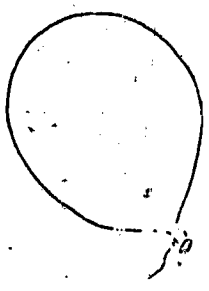


HOOPS

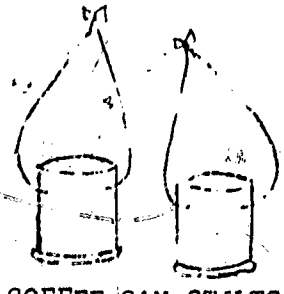


KINDERGARTEN BLOCKS

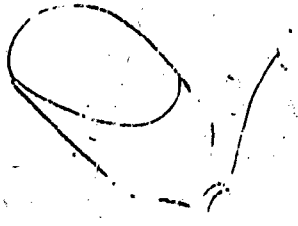




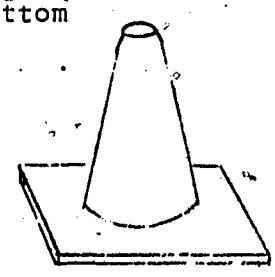
BALLOONS



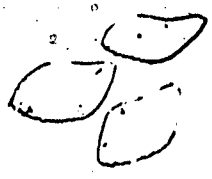
COFFEE CAN STILTS
With Plastic Lids on the
Bottom



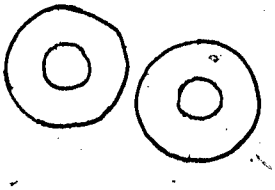
CHLOROX BOTTLE SCOOPS



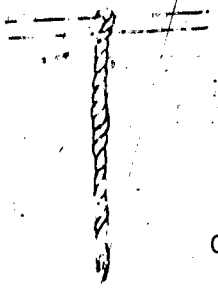
TRAFFIC CONES



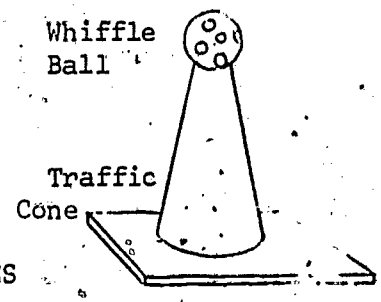
BEANBAGS

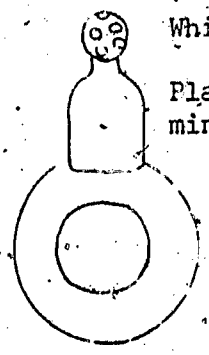


DECK TENNIS RINGS

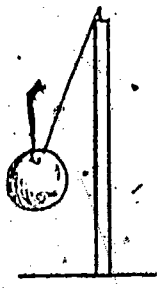


CL[illegible] ROPES

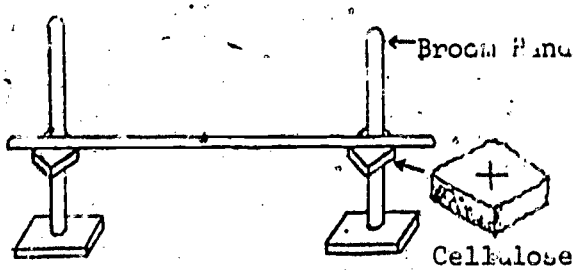




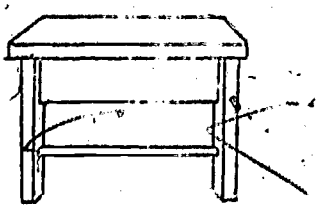
BATTING TEES



TETHER BALL
on pole or
with long line
fed to wheel
hair for
retrieving)



JUMPING STANDARDS

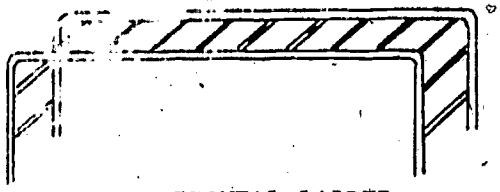


DESKS

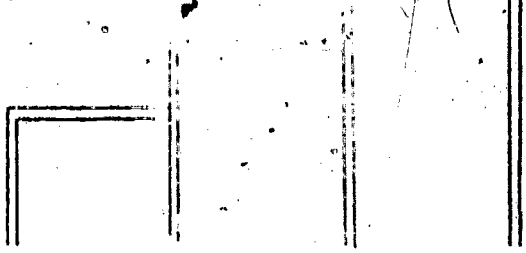
PARACHUTE

ROCKER-BAST BALANCE BEAM

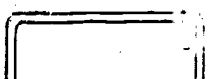
PLAYGROUND EQUIPMENT



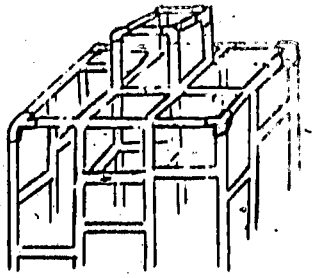
HORIZONTAL LADDER



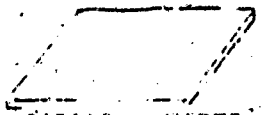
HORIZONTAL BARS



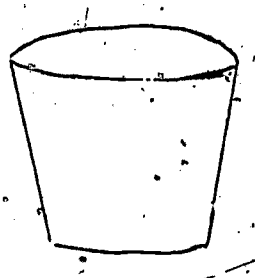
TURNING BARS



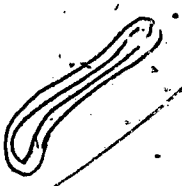
JUNGLE JIM



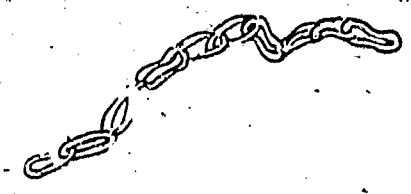
CARPET SQUARES
For Base, Starting Spots, Goals, Markers



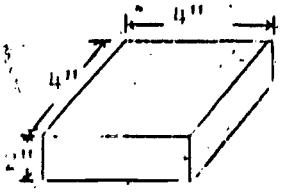
WASTE BASKETS



RUBBER BANDS
(One-inch Wide Sections of Inner Tube)

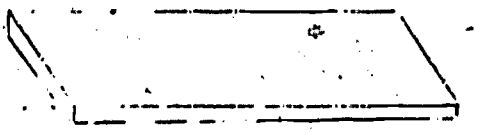


RUBBER BAND CHAINS
(Rubber Bands Hooked Together to Make Chains 10 Feet Long When Unstretched)

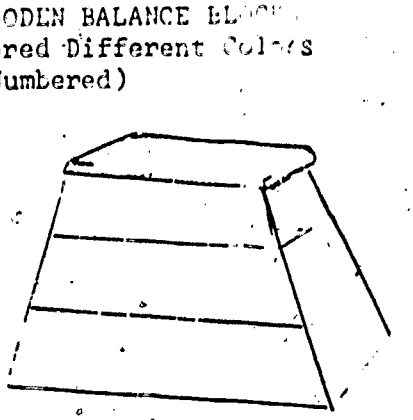


12-WOODEN BALANCE BLOCKS
(Colored Different Colors and Numbered)

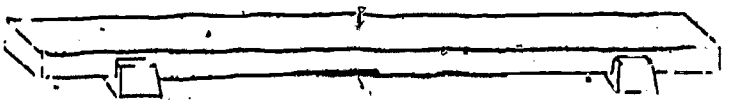
SUGGESTED LARGE EQUIPMENT



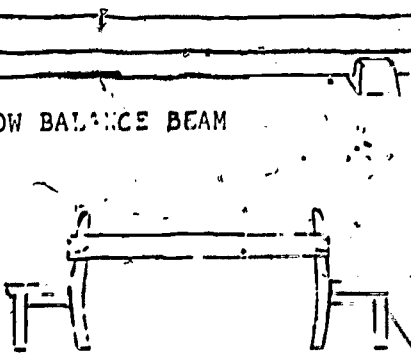
MATS



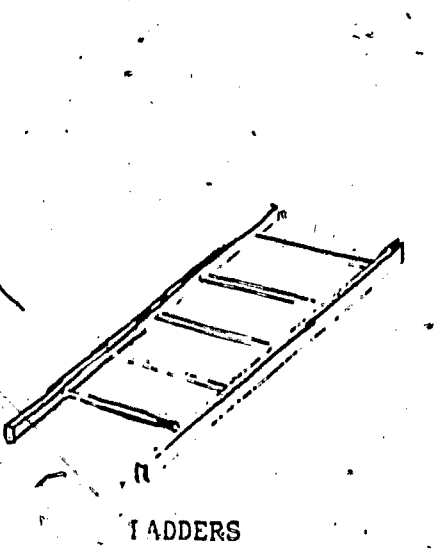
VAULTING BOX



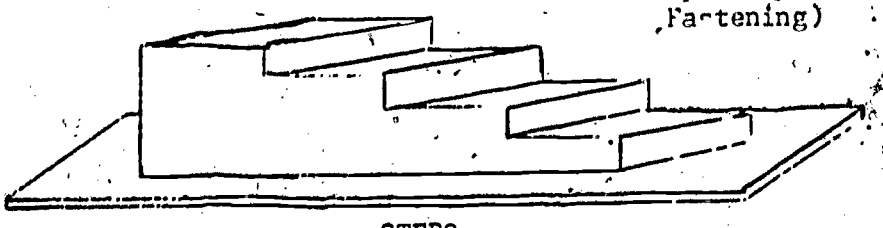
LOW BALANCE BEAM



HURDLES
(Strap with Velcro Fastening)



LADDERS



STEPS

MOVEMENT EDUCATION AND EXPLORATION IDEAS

The materials and suggestions which follow are simply ideas. The "Progressive Goals" are basic and elementary, providing a planned progression of easy tasks, moving toward more difficult ones. "Activity Ideas" are intended to provide a starting point for the creativity of teacher and pupils. The creative teacher can invent new situations by attention to the characteristics of individual pupils. Given time for practice and exploration, pupils will often create solutions which have not occurred to the teacher.

MOVEMENT CONCEPTS

TIME	SPACE	FORCE	DIRECTION/FLOW
Fast	Big	Heavy	Up
Slow	Small	Normal	Down
Normal	Crooked	Light	Sideways
Slow Motion	Straight	Soft	Forward
No Motion	High	Hard	Backward
Even Rhythm	Low		Together
Uneven Rhythm	Wide		Apart
	Narrow		Right
	Short		Left
	Long		Diagonal
	Tall		Oblique
	Medium		Zig Zag
	Near		Over
	Far		Under

THE FOLLOWING MAKE A TASK INCREASINGLY DIFFICULT:

A. Attempted by oneself

With a partner
same action, same time

With a partner alternating
turns

With a partner doing different
cooperative things

With a group

B. Using one body part

Using two body parts

Using three body parts

Using four body parts

Choosing body parts to be used

C. One action

Two actions
simultaneous
or consecutive

Three actions
simultaneous
or consecutive

Four actions
simultaneous
or consecutive

Creating actions

BODY PARTS

Front	Legs	Thumbs
Back	Feet	Hands
Side	Nose	Wrists
Head	Ears	Toes
Neck	Eyes	Ankles
Chest	Chin	Heels
Arms	Cheeks	Palms
Waist	Elbows	Shoulders
Stomach	Knees	Mouth
Hips	Fingers	Thighs
	Shins	

KEY PHRASES

Can you . . . ?

Show me . . .

Good !

That's right.

Try again.

Try another way.

Find a way you haven't tried.

What else can you do?

Can you invent . . . ?

Plan and practice . . . Then show . . .

BODY AWARENESS

Body awareness refers to the recognition of the body and body parts, and of the ways in which they can move.

MOTOR SCREENING TEST: identification of body parts.

Task: to touch the following body parts upon request.

head	ankle	ears	stomach
toes	nose	legs	chin
eyes	feet	mouth	waist
wrists	chest	fingers	shoulders
back	elbows		

Score = number of correct answers out of 18.

PROGRESSIVE GOALS

A. To identify body parts with example or demonstration.

B. To identify body parts without example or demonstration.

C. To identify body parts with closed eyes.

D. To identify one part with another part.

E. To identify body planes and parts in relation to objects.

F. To identify objects in relation to body parts.

G. To identify body parts in terms of function and movement. Movement vocabulary: nod, close, twist, bend, clap, wiggle, open, stamp, straighten, blink, wave, shrug, punch, lift, shake, etc.

ACTIVITY IDEAS

A. I am touching my head. Can you touch your head?

B. Can you hide your nose from me?

C. Can you close your eyes and not peek? Without peeking, can you cover your ears?

D. Can you hide your hand with the back of your knee? Show me.

E. Can you touch the wall with your back? Your nose to the window? Show me how to lie on your side on the mat. Try to put your head on the floor.

F. Where is the hall--in front of you, behind you, or by your side? Can you stand so that the clock is in front of you?

G. Show me the part of your body you talk with. Can you bend your elbow? Can you straighten your knee and blink your eyes? (Simultaneous and serial tasks).

H. To identify and copy body part positions and movements.

H. Can you do what I am doing with my arms? Can you look at this stick figure man and copy what he is doing with his arms and legs?

I. To play reinforcing games and activities such as:

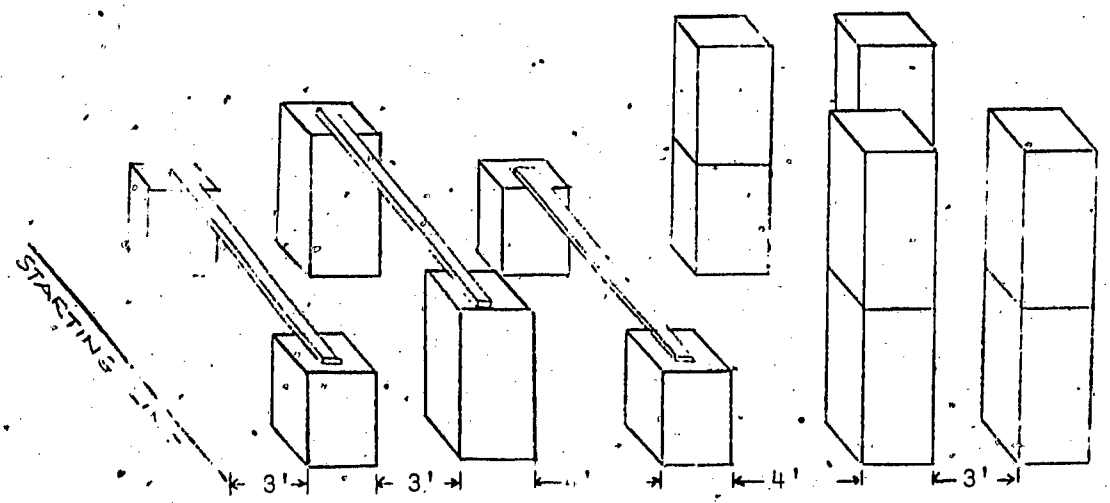
- Simon Says . . . . . Jimmy, you are first to be right. Who else can do it? (Do not eliminate from game because of error. Praise accuracy and speed).
- Follow the Leader
- Hokey Pokey
- Looby Lou
- Did You Ever See a Lassie } Musical Games
- Bow Bow Belinda
- Seven Jumps
- Back to Back, Knee to Knee . . . . . Stand with a partner. Now--can you stand with your two backs together? Are there two people who can touch knees?

SPACE AND DIRECTION

Space refers to the amount of three dimensional range which a movement requires. Direction refers to the line or course which a movement takes.

MOTOR SCREENING TEST: obstacle course for spatial orientation.

Task: To negotiate an obstacle course which requires stepping over, walking and/or crawling under, going between objects.
Suggestion: course using 3 yardsticks, 4 kindergarten blocks, 11" long, 10 kindergarten blocks, 16" long.



DOUBLE BOXES:
Hip width apart
for individual pupil

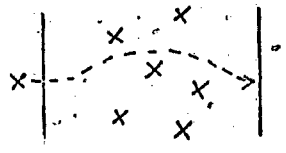
Course = under, over, under, between, between.

Score = 1 point for each obstacle the pupil can negotiate without touching any part of the obstacle. A perfect performance = 5 points.

MOTOR SCREENING TEST for direction orientation.

Task: to point to front, back, up, down, beside himself.
Task: with two blocks on the table, to point to over, to under, to the top, to the bottom, between.

Score = 1 point for each correction identification. Perfect score = 10.

PROGRESSIVE GOALS	ACTIVITY IDEAS
A. To explore the meaning of Personal Space	
1. In a static location without equipment.	1. Find an open space and sit down where you cannot touch anyone or anything. This is your space. How tall is your space? Can you push the roof of your space up? How? How small (thin, wide, etc.) can you be? See how much of your space you can touch with your legs.
2. In a static location with room objects.	2. While you touch the wall with one hand, how far can you reach to make your space big?
3. In a static location with equipment: hoops, ropes, tires, boxes.	3. Can you make your space wider with your hoop? Is there another way?
4. Moving without equipment. Movement vocabulary: touch, sit, stand, walk, run, jump, crawl, roll, turn, step over.	4. What does "freeze" mean? Can you walk (run, crawl, roll, etc.) around the room anywhere without touching anyone, and stop immediately when I say "freeze?" What can you do if you think you are going to bump someone? Can you walk to the door and get in a line without getting in someone else's space?
5. Moving with equipment.	5. Hold your hoop in front of you like a steering wheel. See if you can drive your car without having a wreck. Park your car when you are tired.
B. To explore the meaning of General Space	
1. Moving Without Equipment.	1. Each of you has something which will make a sound. Jimmy is going to shut his eyes and see if he can walk from this line to that line, going through and between you. He can hear where you are if you make noises. Do you think he can get all the way to the other side without opening his eyes and without bumping into anyone?
	
2. Moving with equipment.	2. Can you roll your hoop (tire) across the blacktop (down the hill) and chase it without falling down and without bumping anyone else with yourself or your hoop (tire)?

C. To identify and use concepts of Direction.

1. In a static location without equipment.
   1. Can you put your feet up high? How high? See if you can put both hands on the same side of you. Which way do you think is forward?

2. In a static location with room objects.
   2. Let's see if you can point to the clock. The desk. The window. Can you close your eyes and point to the clock? The desk? The window? With your eyes closed, can you turn to face the clock? The desk? The window?

3. In a static location with equipment.
   3. See if you can put your rope on the floor in front of you in a crooked line.

4. Moving without equipment.
   4. Show me how to jump forward over this line. Can you turn around and jump backward?

5. Moving with equipment.
   5. See if you can climb up on the vaulting box by yourself and stand up. Can you jump off, make yourself small, and roll over? Be sure to roll on the mat.
   Can you swing yourself back and forth on the climbing rope while everyone else stays out of the way?

D. To extend understanding of Time and Rhythm.

1. In a static location without equipment.
   1. Can you clap fast? Can you stamp slowly? (Vary number, rhythm, speed. A drum or musical accompaniment adds variety).

2. In a static location with room objects.
   2. See if you can slap the wall fast with both hands at the same time. With your feet, can you tap the wall gently and slowly, one and then the other?

3. In a static location with equipment.
   3. Tie a tennis ball in a sock. Holding the end of the sock, show me a way to swing the ball fast. Can you hit the floor with it each time I clap? (Even beat).

4. Moving without equipment.	4. We are going to play "freeze" again. Can you tiptoe forward and stop when I say "freeze?" How can you go faster? Show me another way to travel slowly. Is there a way to travel with uneven rhythm?
5. Moving with equipment.	5. Try to walk slowly across the balance beam without falling off. Now can you walk faster? How can you move even faster?
E. To explore concepts of Position. Vocabulary: over - under, above - below, apart - together, between - outside - through, behind - before.	
1. In a static location without equipment.	1. Can you put your heels together? See if you can put your elbow below your knee.
2. In a static location with room objects.	2. Move so that you are under a table. See if you can find two chairs close together and stand between them.
3. In a static location with equipment: hoops, ropes, tires, boxes.	3. Can you stand on top of your tire (box, chair, table)? Inside your tire (hoop)? Show me how to lie down beside your box.
4. Moving without equipment.	4. Can you put your hands on the floor between (behind) your feet and find a way to move from here to there?
5. Moving with equipment.	5. Show me a way to hold your hoop above your head. Can you crawl through your tire? Try to step over this rope and crawl under that chair
F. To play reinforcing games and activities such as:	
Chairs in Space	Take your chair to a big open space. This chair is your "home." Walk around your home. Can you walk around it in the other direction? Can you find a way other than walking to go around your home? Another way? Can you go around a neighbor's home without bumping? Can you go upstairs in your home? How quickly can you get downstairs again? Is there a way to go under your house?

Footprints

Here is a pathway with footprints and handprints leading down the path, over the boxes, under the table, etc. See if you can follow the pathway, putting your hands and feet on the prints correctly.

Rubber Band Maze

Here are two rows of chairs with a rubber band rope stretched zig zag high and low between them. How can you go from this end to that without touching anything? Can you step on each rubber band in your way?

Obstacle Courses

Walking or crawling under:
chairs, tables, hoops on chairs, ropes stretched out.
Stepping, climbing or jumping over:
vaulting boxes, balance beams, hurdles, mats, tires, improvised bridges.
Crawling through:
tires, hoops, tunnels.
Walking, running between:
boxes, chairs, traffic cones, poles.
Walking, running or crawling around:
poles, cones, chairs.

Can you go through the course forward? Try to go backward through the course. Try not to use your hands.

You are blindfolded and are standing on the starting line. Your partner is not blindfolded. Let's see if your partner can tell you how to go through the obstacle course without touching anything. He will have to tell you to go straight ahead, stop, go, to the right, stoop down, etc.

Follow and create sequences

Can you jump up in the air, and make yourself small after you land? Now can you roll after you make yourself small? What else can you add to jumping, landing, smallness, and rolling?

Any Hopscotch Game

Musical Games such as Seven Jumps.

BALANCE

Balance refers to a person's ability to sustain control of his body.

MOTOR SCREENING TEST: for static and dynamic balance.

Task: to stand on one foot while the tester counts to 5 (5 seconds). Then try the other foot.

Task: to hop forward, landing on one foot.

Scoring = success or failure.

PROGRESSIVE GOALS	ACTIVITY IDEAS
A. To improve balance capabilities on the floor.	
1. Lying down (back, side, prone).	1. Lying on your side, show me that you can balance without rolling down. Can you move a leg without rolling down?
2. On hands and knees.	2. Can you put both hands and both knees on the floor? Now try to pick up one hand without falling.
3. On knees.	3. Stand on your knees on the mat. Now--can you walk forward on your knees without putting your hands down?
4. Standing (one foot, two feet, tiptoe, bending over).	4. Can you stand on tiptoe while you balance a beanbag on your head?
5. Moving (walking, hopping, jumping, turning).	5. Can you jump and turn without falling? (With your eyes closed? With your arms folded? With your hands on your head?) Show me. Can you jump off of this box (from curb, from step) and stay where you land without moving your feet or falling?
B. To improve balance capabilities on the floor with line.	See A 1-5 above for progression and ideas.
C. To extend balance capabilities on a low balance beam.	
1. Standing.	1. Can you step up on the balance beam by yourself and stand on it without stepping or falling off?

2. Moving. (walking, hopping, jumping--forward, backward, sideways, turning, combinations).	2. Can you walk (put one foot in front of the other) from this end to that end of the balance beam without stepping off? Show me. Try to walk with your arms folded (behind your back, up straight, out to the side, out in front). Can you bend your knees and straighten them without losing your balance?
3. Moving with equipment.	3. Can you walk forward across the balance beam while you play catch with a beanbag (step over a hurdle, go through a hoop, bounce a ball, balance an eraser on your head, etc.)?
D. To play reinforcing games and activities such as:	
Balance Blocks	With the balance blocks on the floor in this pattern, can you walk on top of them from here to there without falling off? Pretend that the floor is water, and try not to get your feet wet. What can you do with your arms that would be different while you walk and try to keep your feet dry? Can you carry something over the water to keep it dry? The blocks are close together on the floor (in a random cluster). Can you balance on one blue and one yellow block? Can you pick up a white one while you balance? Can you stand on 1 and 2, and pick up three?
Piled Tires	The tires are piled up in a line. Can you walk over the tires without touching the floor? Without using your hands?
Tin Can Stilts	Stand on the stilts and pull up on the strings. Now--can you walk (jump, hop, walk a line, do a dance step) without falling off?
Stunts such as Elephant Walk, Crab Walk, Bunny Hop, Turk Stand, Front Scale, etc.	Can you be an elephant? Try. Lean over, keep your knees straight, hold your hands together. Now try to walk while you swing your arms from side to side. What other kind of animal can you be?

Freeze

When the "go" signal is given, walk (run, jump, crawl) around in any direction. When "freeze" is called, stop and balance on one foot (two knees and a hand, two feet and your head) for a count of five.

Musical Games such as Seven Jumps.

BASIC BODY AND LOCOMOTOR MOVEMENT

Basic body movement refers to the ways in which one's body can move, while locomotor movement refers to the ways one can get from one place to another.

MOTOR SCREENING TEST: basic locomotor movements.

Task: to creep the length of a mat. The observer looks for cross-patterning. Lack of cross-patterning may indicate a lack of gross motor coordination.

Task: to skip, gallop, hop, slide. Success is shown by sustaining this motion for approximately 30 feet.

This section will reinforce accomplishment of goals in the areas of body image, space, directionality, and balance.

PROGRESSIVE GOALS

A. To improve locomotor movements on the floor without pattern
   1. Lying down (back, side, prone).
   2. On hands and/or knees.
   3. Upright.
      Movement vocabulary: walk, run, jump, hop, skip, gallop, turn.

B. To improve locomotor skills on the floor with pattern (line, circle, etc.).

C. To improve locomotor skills using equipment.

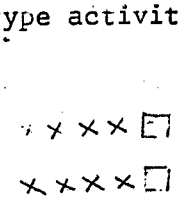
ACTIVITY IDEAS

1. How can you move your head (hand, leg, hips--up, down, around--fast, slowly). Show me another way.
2. Let's see who can crawl across the mat. Can you walk like a cat? Curl up and go to sleep like a kitten.
3. See if you can skip around the room without bumping into anyone. Keep going until "freeze" is called. See if you can gallop with a partner. Can you keep time with your partner?

See Activity Ideas for A 1-3 above.

Let's see if you can bounce a ball (toss a yarn ball, ring, beanbag) and catch it while you walk from here to there.

D. To play reinforcing games and activities such as:

Relay-type activities 	Can you skip from the carpet square to this line without making a mistake? Let's have two people start when the "go" signal is given. You will win if you don't make a mistake. (Winners might receive a one-inch square of colored paper or other memento; count papers at the end of the activity).
Jumping Activities	How far can you jump? (Standing broad jump, running broad jump, leaping, hop-skip-jump, jump rope, etc.). Can you jump over this strap (pole, rope) if it is a little higher? Can you jump and turn in the air before you come down?
Activities with Music	Listen to the music. Do what the music tells you to do. Let's see if someone else can identify how you are moving? Are you skipping?
Jumping and Landing	Can you jump from this box to the mat and land softly? Do you see something higher to jump from? How can you change your feet when you land? Can you do a trick in the air?
Touch and Go	Can you jump to the box and then to the mat without stopping? Can you do a trick in the air on your second jump? Can you jump from the box to the mat and do a trick on the mat without stopping.
Wall Dodge Ball	You have a ball, and your partner is standing against the wall. Can you roll (throw) the ball so that it will hit his feet or legs? Can your partner get out of the way so that the ball does not hit him? Now change places and try again.
Musical Activities such as: Hey, Betty Martin. Head, Shoulders, Knees, Toes Sally Go Round the Moon	<u>Happy Times</u> Rec-O-Dance Singing Games Series.
Track Activities such as dashes, cross-country running, relays.	

LATERALITY

Laterality refers to a person's ability to discriminate and control the use of the left and right sides of the body.

MOTOR SCREENING TEST: identification of left and right.

Task: to show the observer his left hand; his right foot; to point to his right; to walk to his left; to roll the ball to his left; to cover his right ear. At least six left-right responses should be given (requested in random order) in order to discern possible guessing.

Score = number of correct responses out of six.

PROGRESSIVE GOALS	ACTIVITY IDEAS
A. To develop the concept of laterality	
1. The left and right of self.	1. There is a red L on your left hand and shoe, and a green R on your right hand and shoe. Can you put your right foot on this line? Toss the beanbag up and catch it with your left hand. Can you touch your left side to the wall? Without looking at your hand first, can you swing your right arm in a circle?
2. The left and right of self in relation to moving objects.	2. I will roll the ball to you on your left side. Where will it come? Can you catch it? Jimmy will run around you in a circle. See if you can clap your hands when he is on your left side.
3. The left and right of moving self in relation to objects.	3. Each of you has a chair. When the music starts, walk (run, hop, etc.) around the room. When the music stops, go stand with your right side by your chair. Let's see how many can be right.
B. To develop the concept of laterality of other than self.	
1. Left and right of objects.	1. You have a box here with six beanbags. Over there is a table. Pick up a beanbag. When I call "left" or "right," run put the beanbag on that side of the table and run back to the box. I will then call for the next beanbag. Can you put all six on the table correctly? Can your partner call for you and tell you whether or not you are correct?

2. Left and right of other people.

2. Your partner is at the other side of the room. Run and touch the left foot of your partner. If you are correct, you will earn a colored paper square. Another part of your partner will then be called. How many paper squares can you earn?

3. Left and right of other people in relation to objects.

3. Your partner is a robot. Can you move him over so that his right side (left elbow, right hand, etc.) is nearest the door?

4. Left and right of objects to other people.

4. On my right and left are a collection of play objects. If you can name something on my right side you may claim it to play with for a while.

C. To play reinforcing games and activities such as:

Footprints

Here are some footprints. The ones for the right foot are green, the ones for the left foot are red. Can you follow the footprints, putting your foot in each footprint? Sometimes you will step, hop, jump, cross-over, turn, walk backwards if you follow the footprints correctly.

Tire Obstacle Course

Here are some tires lined up. Can you go down the line, putting your left foot in the red tires, your right foot in the green tires, and both feet in the black ones? Can you make up your own pattern?

STRENGTH AND ENDURANCE

Strength in movement refers to the ability of one's body to do work. Endurance in movement refers to the ability of one's body to persevere in doing work over a period of time.

MOTOR SCREENING TEST: strength and endurance

Task: AAHPER physical fitness test of 200 yard run-walk.
Task: 1. to hang from a bar with straight arms for twenty seconds;
2. to hang on a bar with bent arms for twenty seconds;
3. to do one pull-up or chin.

Scoring = success at level No. 1, level No. 2, level No. 3.

PROGRESSIVE GOALS	ACTIVITY IDEAS
A. To improve strength and endurance of the shoulder girdle	
1. Without equipment.	1. Can you lean on your hands on the mat and then lift one foot in the air? One hand? Both feet? Walk like a lame puppy? Can you walk with your hands when someone holds your feet up off the ground?
2. With equipment.	2. How long can you hang on the rope (bar, pole)? Can you swing on the rope without holding on with your feet? Can you climb up the climbing rope to touch this mark with your hands? (Have the goal close).
B. To improve strength and endurance of the torso.	
1. Without equipment.	1. Can you lie on the floor on your stomach? Now pick up your head as high as you can. Can you see the clock on the wall? Try to see the clock while you have your hands on your neck. When someone holds your feet down, can you sit up? Now try to sit up without pushing with your hands or elbows.
2. With equipment.	2. Hold the ball on top of your head. Can you lean forward and still hold the ball on the top of your head? Try to keep your back straight. Sit down on the floor and hold the yarn ball between your feet. Can you pick up the ball with your feet and put it in the box in front of you without dropping it? Have you tried a beanbag?

C. To improve the strength and endurance of the legs.

C. Can you walk down the hill without falling down? Walk up the hill? Walk down faster? Push the tire up the hill and chase it when it is rolled down? Jump up and down ten times without stopping? Stand inside your tire, pick it up and carry it to this line?

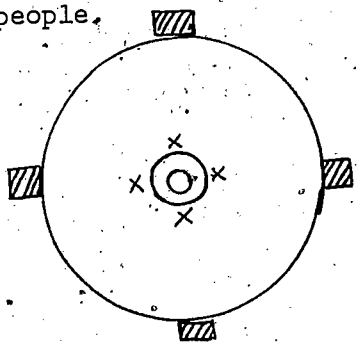
D. To improve cardio-vascular endurance.

D. Can you run and walk (or run all the way) around this track (around the school, around the room ten times) without stopping to rest? Each time you come around the track (room) you may pick up a colored paper square. How many can you earn in 15 minutes?

E. To play reinforcing games and activities such as:

Tug-of-War with ropes, tires, socks.

With two people. With four people.

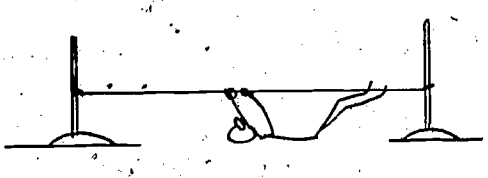


Relay-type activities

Here is a tire with four marks on it. Each of you may hold on where there is a mark. Behind you is a carpet square on the outside of the circle. When the "go" signal is given, try to touch your square with your foot while you pull the tire. (A jump rope tied in a circle may be marked and used in this way).

Can you do a crab walk (lame puppy walk, bunny jump, hop, wheelbarrow with a partner) from your carpet square to this line without stopping? Let's have two people start when the "go" signal is given. You will win a point if you can go all the way. We will keep score on this paper on the wall. Let's see how many of you can earn a point each time.

Rope-Pull



Here is a rope stretched between two poles. You can reach it when you lie on your back on the floor beneath it. Can you put your feet in the air and pull yourself from this end to that? (Symbols of success can be given as for relay-type activities).

Music-run (skip, jump, etc.)

See if you can keep running as long as the music is playing. When the music stops, rest. When the music starts again, run again. Can you keep going for three turns?

EYE-HAND COORDINATION

Eye-hand coordination refers to perceptual-motor activities with emphasis on use of the hands.

MOTOR SCREENING TEST: eye-hand coordination.

Equipment: a board with three holes in it. The holes are 3/4, 5/8, and 1/2 inches in diameter.

Task: to put a finger through the holes without touching the sides.

Scoring: success or failure.

Equipment: stop watch or watch with a second hand, one 8-1/2 inch playground ball, and a line three feet from a flat wall.

Task: to throw the ball against the wall, catch or get it, and throw again.

Scoring: Score = the number of times the ball strikes the wall in 30 seconds. Good = 12 or more; Satisfactory = 7 to 11; Needs Strengthening = 6 or less.

PROGRESSIVE GOALS

A. To develop ability to use hands in control of objects by one's self

1. On the floor.

ACTIVITY IDEAS

The degree of difficulty varies according to use of two hands or one; forward, backward, or sideways direction; low or high; stationary, slow or fast; rolling, bouncing, or airborne; catching each time or tapping.

1. Show me how to slide or roll the beanbag (paper, yarn or styrofoam ball, ring, playground ball) around the room on the floor without hitting anyone or anything. Can you make it move fast? Slowly? Far? A very short distance? Can you put it on your head and catch it when it slides off?

2. Against a wall.

2. Sit down a little distance away from the wall with your legs spread wide. Try to roll the playground ball against the wall and catch it when it bounces back. Can you move back from the wall and still roll and catch the ball?

3. In space.

3. Can you toss the beanbag up a little bit and catch it with two hands? Higher than your head and catch it with one hand? Can you throw it and catch it five times without missing? Be sure to look at it and to throw it up just a little bit. Can you toss it up gently and catch it close to the floor?
Can you throw the ball over a net, run under the net, and catch the ball after one bounce?
Here is a whiffle ball hanging on a string. Can you hit it with your hand so that it swings back and forth? In a circle? Show me.

4. Toward a target.

4. Stand on this line and try to roll your ball under the table. Can you make it hit that coffee can set up behind the table? How far away can you stand and still hit the can?
Here is a coffee can lid. Can you "scale" it and make it fly like a frisbee? Can you make it land inside the hula hoop target?

B. To develop ability to use hands in control of object in cooperation with another person.
1. On the floor.

1. Sit down on the floor facing a partner. Spread your legs wide. Can you catch a ball (beanbag, ring) rolled or pushed to you by your partner? Can you roll it back to him so that he can catch it? Move back farther and try again.

2. In space.

2. Stand with your back to your partner. Can you throw the ball backward between your legs so that he can catch it? Can you throw it over a net so that he can catch it after one bounce? How many times can you and your partner tap the ball back and forth with a bounce between you without missing?

3. Against a wall.

3. Stand side by side with your partner. Both of you face the wall. Can you throw the ball against the wall so that he can catch it after one bounce? Each time you do, the two of you can get a colored paper square. How many can you earn in five minutes?

C. To develop ability to use hands in control of moving object in cooperation with a group.

1. On the floor.

I. We are sitting in a circle. Can we hand the ball from one to another, going all the way around the circle without dropping the ball? Now let's try the other direction.

2. In space.

2. We are standing (sitting) in a small area. Here is a big balloon. The balloon is going to be tapped into the air. When it comes near you, try to tap it up again. How many taps can we make before the balloon hits the ground?

D. To play some reinforcing games and activities such as:

Relay-type activities

Let's all sit down in relay formation. When the "go" signal is given, let's see if the first person in each line can roll the ball to and around the coffee can which is in front of the line. You will win a point for your team if you can. Now let's see if you can dribble it down and around the can. Take all the time you need. You will win a point for your team if you are successful.

Drop-the-clothespin

Stand up straight near the big jar. You have six clothespins. See how many you can drop in the jar. Try again to see if you can beat your own score.

Bottle-cap-catch
(See equipment suggestions)

Can you catch your bottle cap in your plastic scoop without touching the cap with your hands? Count the number of tries it takes you. Then try again. Your score is better if it takes you fewer tries.

Target Throw	Stand with a partner on a line facing a wastebasket (box, basketball basket, target on a wall). Each of you has a beanbag (ball, yarn ball). Take turns trying to throw the object at the target. Add your scores together to see how many points the two of you can earn.
Music-bounce (Varying speeds and rhythms may be used).	Listen to the music (drum, handclap). See if you can bounce the ball and make it hit the floor in time to the music.
Tetherball	Use rules as published in any reliable source, such as ACPS Guide for Grades 3,4,5,6. Also, the beanbag is tied to your chair with a line. Can you sit in the chair, throw the beanbag into the hula hoop target, pull it back, and try again?
Two Square and Four Square	Use rules as published in any reliable source, such as ACPS Guide for Grades 3,4,5,6.

EYE-FOOT COORDINATION

Eye-foot coordination refers to perceptual-motor activities with emphasis on use of the feet.

MOTOR SCREENING TEST: eye-foot coordination.

Task: to walk the length of a ladder lying flat on the floor, placing each foot in a space without touching the ladder.
Scoring = number of successful steps.

Task: to kick a stationary ball with a foot. The ball is placed 15 feet from a wall.
Scoring: one point for contact with the ball, two points when the kicked ball strikes the wall. Five trials. Maximum score = 10 points.
Good = 8-10 points; Satisfactory = 5-7 points; Needs Strengthening = less than 5 points.

PROGRESSIVE GOALS

A. To develop ability to use feet in control of object by one's self.

ACTIVITY IDEAS

The degree of difficulty varies according to direction, force, type of ball or object, whether object is stationary or moving, whether there is single or multiple contact.

1. In space.

1. Can you push a beanbag around the room with your left foot (right foot, alternating feet)?
Here are some squares on the floor. How many squares can you walk (hop, jump, tip-toe) in without touching a line? (Hopscotch, 9-square, grid, ladder).
You will see a number of coffee cans (carpet square, traffic cones) scattered around in this part of the room. Can you push the ball (paper wad, beanbag) with the side of your foot through and around them without touching them with the ball or the ball with your hands? See if you can follow the pathway through the maze.
Put your ball on a carpet square in front of you. How far can you kick your ball? Run and get it after you have kicked it. Decide how far you think you can kick it and then try. Can you kick the ball when it is rolled toward you?

2. Against a wall.

2. Can you kick your ball against the wall with the side of your foot and kick it again when it bounces back? How many times can you kick it without stopping? Can you think of another way to kick it?

3. Toward a target.

3. Put your ball on a carpet square with a chair out in front of it. Try to kick your ball through the chair legs. Give yourself a point each time you are successful. How many points can you earn in 10 trials? Try again to see if you can make a better score.

B. To develop ability to use feet for control of object in cooperation with another person.

1. In space.

1. Sit in a chair (stand) facing your partner. Can you use your feet to stop a ball he kicks to you? Now try to kick back to him so that he can stop it with his feet.

2. Toward a target.

2. Do you see the two poles across the field? Stand with your partner facing the poles. Take turns kicking the ball toward the poles. Count the number of kicks it takes to get the ball between the poles. Can you make up another game with your partner, using the ball, the goal, and kicking?

C. To develop ability to use feet for control of object in cooperation with a group.

C. We are sitting in a circle. In the circle is a cage ball. When the ball is rolled to you, lean back on your hands and kick it with both feet. Kick it when it comes to you, and let's see how many times it can be kicked and kept in the circle. Jimmy, sit down in the middle of the circle. Can you kick the ball out of the circle? The rest of us will try to kick it in.

D. To play reinforcing games and activities such as:

Relay-type activities in files or circles with soccer and football type skills.

Jimmy and Jane, you are in different parts of our circle. There are two balls in the center. When the "go" signal is given, get a ball with your feet and see if you can kick it around the outside of the circle without touching it with your hands. You will score a point if you can. Let's see how many points the entire class can earn.

Grid Activities

When a letter (number) is called, can you find that letter and jump (hop) in the space without touching a line? Can you spell your name by jumping in squares? Go through the alphabet? Count to twenty?

Suggested Grids

1 foot

E	L	J	D	C	B
P	S	R	Q	A	I
M	T	F	E	V	N
H	Z	I	K	U	G
R	Q	Y	W	T	S
U	X	B	M	L	O

6'

6 feet

2	0	9	6	4	1
6	7	5	0	3	2
3	1	8	5	7	8
4	6	5	9	4	5
5	3	0	2	9	8
7	9	8	6	0	1

All jump rope activities

MOTOR PLANNING AND SEQUENCING

Motor planning and sequencing refers to one's ability to understand, plan, remember, and perform more than one action in continuous movement.

MOTOR SCREENING TEST: planning and sequencing of movements.

Task: to do as many of these actions as possible:

1. Stand with your hands on your hips.
2. Stretch your arms in the air and put your hands back on your hips.
3. Stretch your arms in the air, touch the floor, and put your hands back on your hips.
4. Stretch your arms in the air, touch the floor, roll over on the floor, stand up and put your hands on your hips.
5. Stretch your arms in the air, touch the floor, roll over on the floor, jump up in the air, and put your hands on your hips.
6. Stretch your arms in the air, touch the floor, roll over on the floor, jump up in the air, turn around, and put your hands on your hips.

Scoring: Score = the highest level at which ability to follow the sequence correctly is demonstrated.

PROGRESSIVE GOALS	ACTIVITY IDEAS
A. To develop ability to perform motor sequences by himself.	
1. Without equipment.	1. Can you walk (run; jump) with your arms and feet moving like butterflies, parade horses, bunny rabbits, robots, rag dolls? Fold your arms and cross your feet. Try to sit down and stand up without unfolding your feet or arms. Can you curl up with your hands on the floor, roll over, stand up, and jump in the air without stopping? Try to log roll down the mat, stand up, turn around, and crab-walk back.
2. With equipment.	2. Here is an obstacle course. See if you can: (give a different challenge for each piece of equipment). Try to go all the way through without stopping. Stand with your left foot forward. Hold the ball in your right hand and above your shoulder. Step forward, swing your arm, let go of the ball. What happens to the ball? Can you do this again, changing the place you let go of the ball? What happens to the ball this time?
B. To develop ability to coordinate motor movements in sequence with another.	
1. Without equipment.	1. Stand back-to-back with a partner, hooking elbows together. Leaning against each other, see if you can sit down, straighten your legs, bend your legs, and stand up. (Chinese Get-Up). Can you do this three times in a row?
2. With equipment.	2. With your partner, put a beanbag between your foreheads. Put your hands behind your back. Can you walk sideways without dropping the beanbag? How far can you go? You and your partner have a rubber band cut from an inner tube. Can you each put a foot inside it and walk (run, hop) without falling down? Can you get another rubber band and add another person? What else can you do with the rubber bands?

C. To develop ability to coordinate motor movements in sequence with a group.

1. Without equipment.

1. Stand in a file with two other people. Bend forward, reach between the legs of the person in front of you, and take his hand. Can the last person in the line sit down and the other two back up over him without falling down or letting go? Can the middle person sit down and lie down without letting go? Can the last person do the same? Now let's see if you can figure out how to reverse the procedure in order to stand up. Now do the whole thing without stopping. (Skin-the-snake)

2. With equipment.

2. Everyone hold the edge of the parachute with both hands. On the signal "up," lift your arms over your head and hold them there. On the signal "down," pull your arms down behind you and sit on the edge of the parachute. We will then be in a tent. Can we make a tent the first time we try?

D. To play reinforcing games and activities such as:

Can You Do It, Too?
(With or without equipment and/or obstacles).

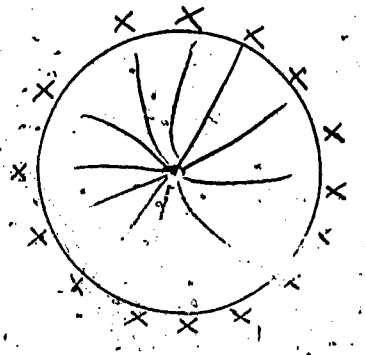
Jimmy, do something you know how to do. Jane, watch closely. Can you do what Jimmy did and then do something else you know? Dan, do you think you can do what both Jimmy and Jane did, and then do a third thing you can do? Let's see how many things we can do in a row without forgetting.

Simple musical dances such as:
Shoemaker's Dance
Bow, Bow Belinda
Let Your Feet Go Tap

One-Base

Tom, you stand by the base. Everyone else is out in the field. Tom, you are to kick (throw) the ball out in the field and then jump (hop) on and off the base as fast as you can. Count how many times you jump on before the fielders can get the ball, run to the base with the ball, and touch the base with the ball.

Group activities with a parachute



Let's see if we can make a tent. Hold the edge of the parachute, keeping it on the floor. There will be three signals: "up," "hold," "down." On "up," lift your arms over your head. "Hold." On "down," bring the parachute down behind you and sit on the edge. Will we be in a tent? Let's see.

Simple stunts and basic tumbling activities of all kinds.

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